



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 11991489  
SAU: MSAD 05  
School: Rockland District Middle Sch

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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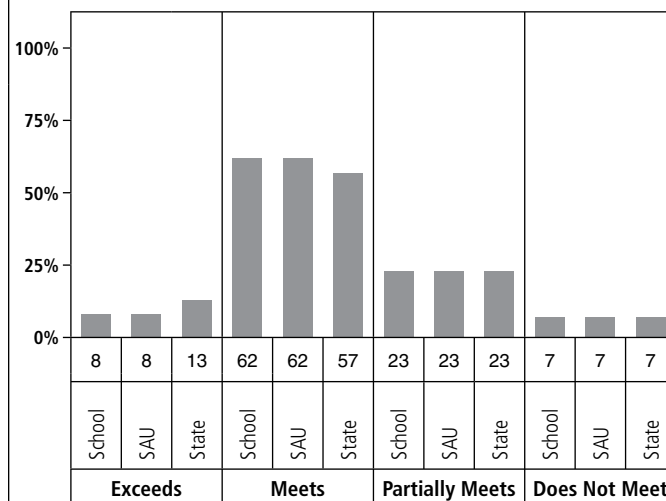
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 6  
SAU: MSAD 05  
School: Rockland District Middle Sch

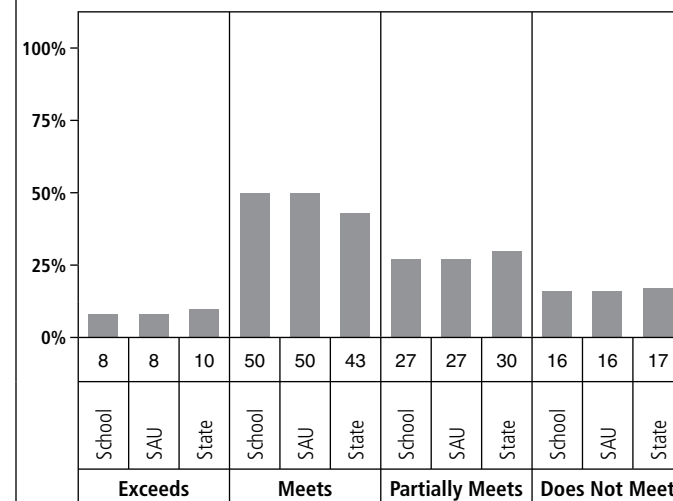
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	644	644	644
2006–2007	646	646	646
<b>2007–2008</b>	<b>647</b>	<b>647</b>	<b>648</b>
Cum. Avg. *	646	646	646
<b>Mathematics</b>			
2005–2006	639	639	641
2006–2007	640	640	643
<b>2007–2008</b>	<b>643</b>	<b>643</b>	<b>642</b>
Cum. Avg. *	641	641	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: MSAD 05  
School: Rockland District Middle Sch

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	90	100	94	100	14365	100	90	100	93	99	14266	99	90	100	93	99	14268	99												
Ethnicity African American/Black	1	1	1	1	418	3	1	100	1	100	407	97	1	100	1	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	2	2	2	2	249	2	2	100	2	100	249	100	2	100	2	100	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	87	97	91	97	13438	94	87	100	90	99	13353	100	87	100	90	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	12	13	16	17	2518	18	12	100	15	94	2479	99	12	100	15	94	2479	99												
Current LEP	1	1	1	1	349	2	1	100	1	100	339	97	1	100	1	100	344	99												
Economically disadvantaged	42	47	43	46	5335	37	42	100	43	100	5277	99	42	100	43	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	79	88	79	84	11613	81	79	88	79	84	11626	81												
Identified disability (PET/IEP)	3	4	3	4	373	3	3	4	3	4	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	0	0	149	1	0	0	0	0	150	1												
<b>Participation with accommodations</b>	11	12	11	12	2451	17	11	12	11	12	2446	17												
Identified disability (PET/IEP)	9	82	9	82	1909	78	9	82	9	82	1910	78												
LEP	1	9	1	9	142	6	1	9	1	9	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	1	9	1	9	350	14	1	9	1	9	335	14												
<b>Participation through alternate assessment (PAAP)</b>	0	0	3	3	197	1	0	0	3	3	196	1												
Identified disability (PET/IEP)	0	0	3	100	197	100	0	0	3	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0												
<b>Non-participation – other</b>	0	0	1	1	75	1	0	0	1	1	73	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 05  
School: Rockland District Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	8	8	8	8	1176	8
	2006-2007	7	7	7	7	1132	8
	<b>2007-2008</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	22	7	22	7	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	52	49	51	49	7612	51
	2006-2007	54	54	54	54	8127	57
	<b>2007-2008</b>	<b>56</b>	<b>62</b>	<b>56</b>	<b>62</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	162	55	161	55	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	35	33	35	33	4080	27
	2006-2007	32	32	32	32	3549	25
	<b>2007-2008</b>	<b>21</b>	<b>23</b>	<b>21</b>	<b>23</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	88	30	88	30	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	11	10	11	10	2005	13
	2006-2007	7	7	7	7	1478	10
	<b>2007-2008</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>981</b>	<b>7</b>
	Cum. Total*	24	8	24	8	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	32.3	57.7	32.3	57.7	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.1	57.5	16.1	57.5	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	16.2	57.9	16.2	57.9	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 05  
 School: Rockland District Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	90	7	8	56	62	21	23	6	7	647	90	8	62	23	7	647	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	1										1						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	2										2						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	87	7	8	54	62	20	23	6	7	647	87	8	62	23	7	647	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	2	17	5	42	5	42	634	12	0	17	42	42	634	2282	2	29	42	27	636
No	78	7	9	54	69	16	21	1	1	649	78	9	69	21	1	649	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	1										1						329	4	44	30	22	640
No	89	7	8	55	62	21	24	6	7	647	89	8	62	24	7	647	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	42	1	2	24	57	13	31	4	10	644	42	2	57	31	10	644	5153	6	51	31	12	643
No	48	6	13	32	67	8	17	2	4	650	48	13	67	17	4	650	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	90	7	8	56	62	21	23	6	7	647	90	8	62	23	7	647	14057	13	57	23	7	648
<b>Gender</b>																						
Female	42	3	7	27	64	9	21	3	7	648	42	7	64	21	7	648	6967	16	59	20	5	650
Male	48	4	8	29	60	12	25	3	6	646	48	8	60	25	6	646	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	13	0	0	7	54	6	46	0	0	643	13	0	54	46	0	643	1186	6	41	42	11	642
No	77	7	9	49	64	15	19	6	8	648	77	9	64	19	8	648	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	5	1	20	4	80	0	0	0	0	658	5	20	80	0	0	658	557	50	48	2	0	661
No	85	6	7	52	61	21	25	6	7	646	85	7	61	25	7	646	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 05  
School: Rockland District Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	1	33	1	33	1	33	0	0	649	3	33	33	33	0	649	6	7	43	30	20	641
B. less than one hour	75	3	4	45	67	15	22	4	6	648	75	4	67	22	6	648	56	13	58	23	6	648
C. one to two hours	20	3	17	8	44	5	28	2	11	644	20	17	44	28	11	644	34	15	60	20	5	649
D. more than two hours	1	0	0	1	100	0	0	0	0	652	1	0	100	0	0	652	3	9	46	29	16	643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	26	3	13	12	52	7	30	1	4	648	26	13	52	30	4	648	40	17	60	19	5	650
B. They match some of what I have learned.	60	4	8	34	64	11	21	4	8	647	60	8	64	21	8	647	48	12	59	23	6	648
C. They match just a little of what I have learned.	9	0	0	6	75	2	25	0	0	646	9	0	75	25	0	646	9	7	45	34	15	643
D. There is no match.	6	0	0	3	60	1	20	1	20	643	6	0	60	20	20	643	3	3	31	37	29	637
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	19	3	18	10	59	4	24	0	0	650	19	18	59	24	0	650	28	26	58	11	4	653
B. good	64	3	5	33	59	15	27	5	9	647	64	5	59	27	9	647	54	9	61	24	6	647
C. fair	16	0	0	12	86	2	14	0	0	645	16	0	86	14	0	645	16	3	48	37	13	642
D. poor	1	0	0	0	0	0	0	1	100	624	1	0	0	0	100	624	2	1	37	39	23	637
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	13	3	25	5	42	1	8	3	25	646	13	25	42	8	25	646	15	10	48	27	15	644
B. about the same as my regular schoolwork	71	3	5	40	63	18	29	2	3	647	71	5	63	29	3	647	66	13	59	22	5	649
C. easier than my regular schoolwork	16	1	7	10	71	2	14	1	7	649	16	7	71	14	7	649	18	15	58	20	7	649
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	8	0	0	2	29	2	29	3	43	637	8	0	29	29	43	637	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	55	2	4	34	69	11	22	2	4	647	55	4	69	22	4	647	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	37	5	15	19	58	8	24	1	3	649	37	15	58	24	3	649	36	21	60	15	4	652
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	47	1	2	27	66	8	20	5	12	645	47	2	66	20	12	645	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	49	6	14	24	56	12	28	1	2	649	49	14	56	28	2	649	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	3	75	1	25	0	0	651	5	0	75	25	0	651	3	5	46	30	20	641
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	26	2	9	16	70	3	13	2	9	648	26	9	70	13	9	648	19	19	58	17	6	651
B. 20 minutes to an hour	38	4	12	22	65	7	21	1	3	649	38	12	65	21	3	649	51	15	60	20	5	649
C. less than 20 minutes	7	0	0	3	50	2	33	1	17	644	7	0	50	33	17	644	12	9	56	26	9	646
D. I rarely read at home.	29	1	4	14	54	9	35	2	8	645	29	4	54	35	8	645	18	4	50	34	13	643
<b>Optional school/SAU question</b>																						
A.	33	0	0	0	0	0	0	1	100	622	33	0	0	0	100	622						
B.	33	0	0	0	0	1	100	0	0	634	33	0	0	100	0	634						
C.	0										0											
D.	33	0	0	1	100	0	0	0	0	642	33	0	100	0	0	642						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 05  
School: Rockland District Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	6	6	6	6	1463	10
	2006-2007	8	8	8	8	2092	15
	<b>2007-2008</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	21	7	21	7	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	34	32	33	31	5914	40
	2006-2007	36	36	36	36	5731	40
	<b>2007-2008</b>	<b>45</b>	<b>50</b>	<b>45</b>	<b>50</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	115	39	114	39	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	43	41	43	41	4494	30
	2006-2007	36	36	36	36	4175	29
	<b>2007-2008</b>	<b>24</b>	<b>27</b>	<b>24</b>	<b>27</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	103	35	103	35	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	23	22	23	22	3014	20
	2006-2007	20	20	20	20	2308	16
	<b>2007-2008</b>	<b>14</b>	<b>16</b>	<b>14</b>	<b>16</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	57	19	57	19	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.8	51.6	9.8	51.6	9.6	50.5
Cluster 2: Shape and Size	15	27	8.4	56.0	8.4	56.0	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.1	58.6	4.1	58.6	4.2	60.0
Cluster 4: Patterns	15	27	7.5	50.0	7.5	50.0	7.5	50.0

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 05  
 School: Rockland District Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	90	7	8	45	50	24	27	14	16	643	90	8	50	27	16	643	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	1										1						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	2										2						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	87	7	8	43	49	23	26	14	16	643	87	8	49	26	16	643	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	0	0	6	50	6	50	625	12	0	0	50	50	625	2283	2	18	31	49	627
No	78	7	9	45	58	18	23	8	10	645	78	9	58	23	10	645	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	1										1						339	5	22	32	41	631
No	89	7	8	44	49	24	27	14	16	643	89	8	49	27	16	643	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	42	2	5	18	43	12	29	10	24	638	42	5	43	29	24	638	5160	4	34	36	26	636
No	48	5	10	27	56	12	25	4	8	647	48	10	56	25	8	647	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	90	7	8	45	50	24	27	14	16	643	90	8	50	27	16	643	14065	10	43	30	17	642
<b>Gender</b>																						
Female	42	3	7	19	45	11	26	9	21	640	42	7	45	26	21	640	6974	10	43	31	16	642
Male	48	4	8	26	54	13	27	5	10	645	48	8	54	27	10	645	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	13	0	0	5	38	7	54	1	8	638	13	0	38	54	8	638	1192	4	23	43	30	634
No	77	7	9	40	52	17	22	13	17	643	77	9	52	22	17	643	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	5	3	60	2	40	0	0	0	0	663	5	60	40	0	0	663	557	53	42	4	0	663
No	85	4	5	43	51	24	28	14	16	641	85	5	51	28	16	641	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 05  
School: Rockland District Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	3 75 20 1	0 7 0 0	0 10 0 0	1 35 9 0	33 52 50 0	2 14 6 1	67 21 33 100	0 11 3 0	0 16 17 0	640 643 641 636	3 75 20 1	0 10 0 0	33 52 50 0	67 21 33 100	0 16 17 0	640 643 641 636	6 56 34 3	6 11 11 6	33 43 45 33	31 30 30 32	31 16 14 28	635 643 644 636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	33 47 15 6	2 3 1 1	7 7 8 20	14 19 9 3	48 46 69 60	8 13 1 0	28 32 8 0	5 6 2 1	17 15 15 20	641 642 647 648	33 47 15 6	7 7 8 20	48 46 69 60	28 32 8 0	17 15 15 20	641 642 647 648	45 43 9 3	14 8 6 5	47 43 30 15	28 33 33 25	11 17 32 54	646 641 635 626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	36 46 17 1	5 2 0 0	16 5 0 0	15 20 8 1	48 50 53 100	7 10 5 0	23 25 33 0	4 8 2 0	13 20 13 0	647 641 637 656	36 46 17 1	16 5 0 0	48 50 53 100	23 25 33 0	13 20 13 0	647 641 637 656	29 48 19 3	24 6 1 0	51 45 29 15	17 33 42 41	8 16 28 44	651 641 634 627
<b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	29 61 10	1 5 1	4 9 11	12 27 6	46 50 67	6 16 1	23 30 11	7 6 1	27 11 11	637 645 648	29 61 10	4 9 11	46 50 67	23 30 11	27 11 11	637 645 648	24 62 14	5 9 26	38 45 43	33 31 20	24 14 12	638 643 650
<b>How hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	44 51 6	3 4 0	8 9 0	16 26 3	41 58 60	12 10 1	31 22 20	8 5 1	21 11 20	640 645 643	44 51 6	8 9 0	41 58 60	31 22 20	21 11 20	640 645 643	48 49 3	10 12 9	41 45 33	32 28 27	17 15 32	642 644 637
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	17 31 30 21	0 1 5 1	0 4 19 5	7 14 12 12	47 50 44 63	6 5 8 4	40 18 30 21	2 8 2 2	13 29 7 11	638 639 648 645	17 31 30 21	0 4 19 5	47 50 44 63	13 18 30 21	13 29 7 11	638 639 648 645	17 34 31 18	8 11 12 10	39 44 44 42	30 31 29 31	22 14 15 18	639 643 644 642
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	7 28 43 22	1 1 5 0	17 4 13 0	2 11 20 12	33 44 53 60	2 9 8 4	33 36 21 20	1 4 5 4	17 16 13 20	641 641 646 640	7 28 43 22	17 4 13 0	33 44 53 60	33 36 21 20	17 16 13 20	641 641 646 640	11 32 32 26	11 11 11 9	37 44 45 40	29 30 30 32	23 15 15 19	641 643 643 641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	8 70 19 3	1 5 0 1	14 8 0 33	3 31 10 1	43 50 59 33	1 19 3 0	14 31 18 0	2 7 4 1	29 11 24 33	643 643 641 641	8 70 19 3	14 8 0 33	43 50 59 33	14 31 18 0	29 11 24 33	643 643 641 641	7 37 42 15	6 8 13 12	29 39 47 46	33 34 28 27	32 20 12 15	635 640 645 644
<b>Optional school/SAU question</b> A. B. C. D.	33 33 0 33	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 1 1 1	0 100 100 100	1 0 0 0	100 0 0 0	614 628 0 638	33 33 0 33	0 0 0 0	0 0 100 100	100 0 0 0	614 628 0 638							